

Developing Student Performance in the Three Modes

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Developing Student Performance in the Three Modes
ACTFL 2013

Powerpoint Handout ACTFL Standards and Modes Summary	Standards Modes Reference Page.doc Details Download 48 KB
ACTFL Proficiency Guidelines	ACTFL Proficiency Guidelines 2012_FINAL.pdf Details Download 219 KB
ACTFL Performance Descriptors	ACTFL Performance Guidelines.pdf Details Download 912 KB
ACTFL Alignment to Common Core	Aligning CCSS_Language_Standards_v6.p Details Download 880 KB
Common Core Statements	Common Core Statements.docx Details Download 105 KB

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Individual Accountability

Allow students to practice an answer using a strategy such as think-pair-share. Then, call on 3-4 students at random to give the answer. Students who have practiced with their partner or group should be able to give a solid answer. A good answer scores a 10. A zero is given only when students do not know what is expected. Use the index cards over the course of a marking period. Total the points. If some students have 4 answers and others have 2, use 3 as the average or 30 points. Drop the lowest score for those who have 4 answers, use the average of the 2 to determine a third score for those who have 2. Put the score into your gradebook in an appropriate category.

1.	10	9	8	7	6	0
2.	10	9	8	7	6	0
3.	10	9	8	7	6	0
4.	10	9	8	7	6	0
5.	10	9	8	7	6	0

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"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen Covey



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Agenda

- 1 • Setting Performance Goals
- 2 • Interpretive Mode Strategies
- 3 • Presentational Mode Strategies
- 4 • Interpersonal Mode Strategies

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Teaching is



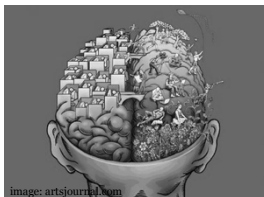
*what occurs
outside the
head.*

Ruby Payne

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Learning is

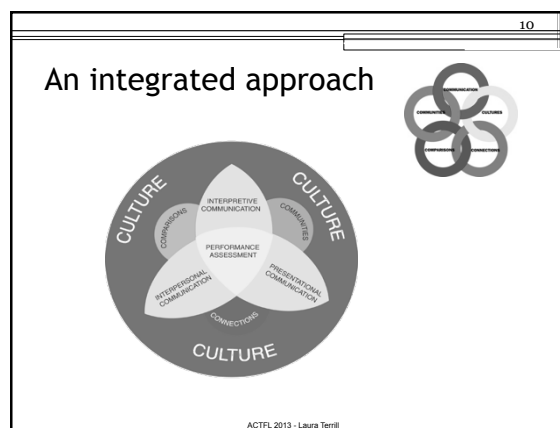
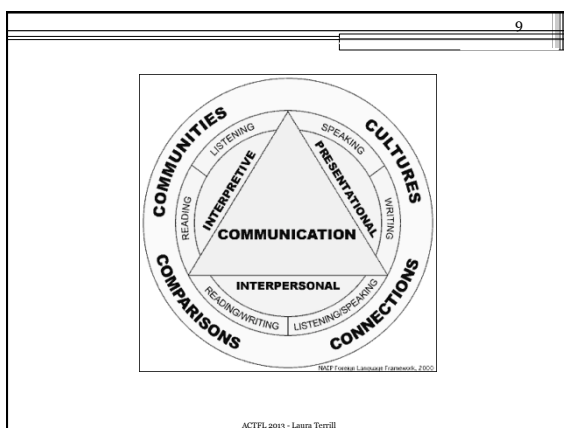
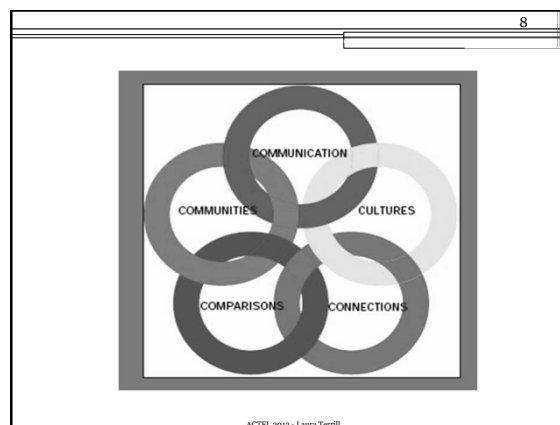


*what occurs
inside the
head.*

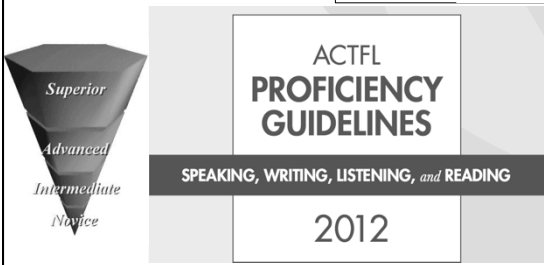
Ruby Payne

image: artsjournal.com

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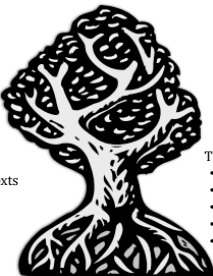


<http://actflproficiencyguidelines2012.org>

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Assessing Proficiency



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations

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Major Levels - Novice

The “Parrot”

- Lists with words/phrases
- Makes attempts at conversation
- Memorized language
- Telegraphic
- Limited topic areas



WORD LEVEL

13

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Major Levels - Intermediate

The “Survivor”

- Creates with language; recombines and adapts learned material to express personal meaning
- Asks and answers questions about familiar topics
- Handles simple situations



SENTENCE LEVEL

14

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Major Levels - Advanced

The “Storyteller”

- Full conversational partner
- Speaks with confidence
- Expands on a variety of concrete topics
- Narrates and describes in present, past and future time frames
- Handles a situation with a complication

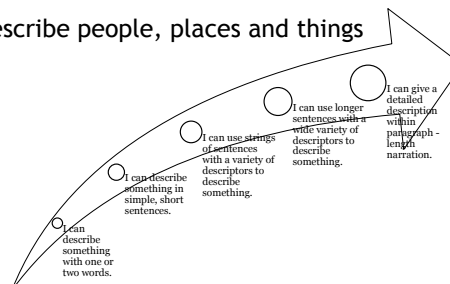


PARAGRAPH LEVEL

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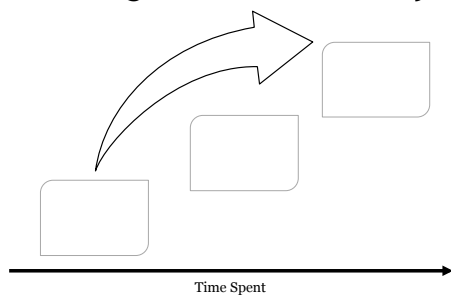
Describe people, places and things



D. Clementi

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Working Toward Proficiency



D. Clementi

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Setting Goals

- Video
- Bell ringer
- Act. 1
- Exprimons-nous
- Act. 4
- Comparisons
- Reading
- Numbers to 60
- Homework

- Ask and answer questions about hunger and thirst.
- Talk about likes and dislikes concerning common and international foods.
- Say why I like and don't like certain dishes.

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Novice

express feelings and emotions

Function (s): state personal feelings

Context (s): react to headline news

Accuracy: verb "to be", adj. agreement

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Intermediate

express feelings and emotions

Function (s): express feelings in different situations

Context (s): class reunion

Accuracy: subjunctive

Shrum & Glisan

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21st Century Skills

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Common Core Writing Standards

- Three types of writing
- The writing process
- The quality of student writing
- Writing as integral even for very young students
- Writing across all disciplines and for real purposes

Pathways to the Common Core
Accelerating Achievement
Calkins, Ehrenworth, Lehman

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College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.


Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.


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Three Modes of Communication





Interpretive





Presentational





Interpersonal

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The 3 Communicative Modes

Interpretive — They read, listen to and/or view information about the topic.

Interpersonal — They talk with others about the topic in meaningful ways.

Presentational — They have the opportunity to share what they have learned in writing and/or orally with an audience.

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What is the mode of communication?


1	Prepare a poster about your favorite sport.	Presentational
2	Watch a travel video and jot down places of interest.	Interpretive
3	Talk about what to do on the weekend.	Interpersonal
4	Send a letter to an e-pal.	Interpersonal
5	Create a graphic organizer for new vocabulary.	Interpretive
6	Create a skit where you buy something in the market.	Presentational

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Closure



- ABC....Summarize
- Brainstorm round a word
- Apple Save



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Interpretive

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ACTFL Proficiency Guidelines 2012 - Reading


	<p>ACTFL Proficiency Guidelines 2012 - Reading</p>
Novice	<ul style="list-style-type: none"> • can understand key words and cognates, as well as formulaic phrases that are highly contextualized; get a limited amount of information from highly predictable texts in which the topic or context is very familiar • may rely heavily on their own background knowledge and extralinguistic support to derive meaning. • understand a text when they are able to anticipate the information in the text; recognition of key words, cognates, and formulaic phrases makes comprehension possible.
Intermediate	<ul style="list-style-type: none"> • can understand information conveyed in simple, predictable, loosely connected texts; rely heavily on contextual clues; can most easily understand information if the format of the text is familiar. • can understand discourse that is minimally connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary. • are most accurate when getting meaning from simple, straightforward texts; understand messages found in highly familiar, everyday contexts; may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.
Advanced	<ul style="list-style-type: none"> • can understand the main idea and supporting details of authentic narrative and descriptive texts; compensate for limitations in their lexical and structural knowledge by using contextual clues. • understand texts that have a clear and predictable structure; the prose is uncomplicated and the subject matter pertains to real-world topics of general interest. • demonstrate an independence in their ability to read subject matter that is new to them; have sufficient control of standard linguistic conventions to understand sequencing, time frames, and chronology.

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Common Core State Standards
for English Language Arts and Literacy

Distribution of Literary and Informational Passages
by Grade in the 2009 Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

 **COMMON CORE**
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

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Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

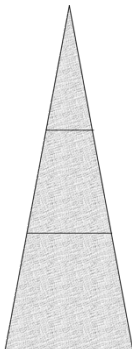
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Traditional Format

Reading assignment given

Independent reading

Discussion to see if students learned main concepts, what they "should have" learned



Adapted from McREL blackline masters

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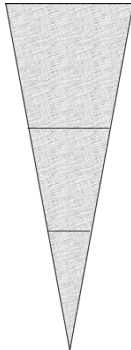
The Blurvl Ceremony

The axtlzb is worn primarily by meebbs for the blurvl ceremony each kipto. It consists of a wlomb made of cygde and tied with a qorf. It is decorated with many hujas.

1. Describe the axtlzb.
2. Who wears an axtlzb?
3. What ceremony is it for?
4. Fill in the blanks: The _____ is worn by _____ for the _____.

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Strategic Format




Prereading activities:
Discussion
Predictions
Questioning
Brainstorming
Setting Purpose

Guided ACTIVE
silent reading

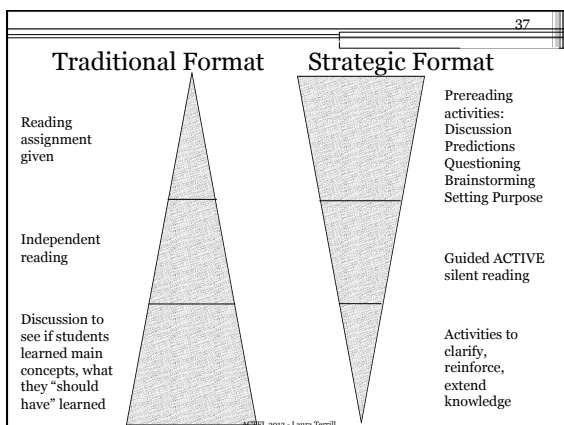
Activities to clarify,
reinforce, extend
knowledge

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It is really quite simple. First you arrange things into different groups. Of course, one group may be sufficient depending on how much there is to do. It is important not to overdo things. That is, it is better to do too few things than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive. At first the whole procedure will seem complicated. Soon, however, it will become just another facet of life. It is difficult to foresee any end to the necessity of it. After the procedure is completed one arranges the materials into different groups again. Then the groups can be placed in their appropriate places. Eventually, they will be used once more and the whole cycle will then have to be repeated.



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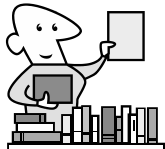
Key Considerations

- Decide what students should know after reading the text. Determine what is essential.
- Determine what students should be able to do with the information once they have finished the text.
- Anticipate what might cause students difficulty. Consider elements such as:
 - background/cultural knowledge
 - vocabulary
 - organization of the text
- Model how they should hold their thinking while reading or listening to the text.

Adapted from *Do I Really Have to Teach Reading*, Chris Tovani

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Before Reading

- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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During Reading

- Guided
- Active
- Silent
- Individual

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After Reading

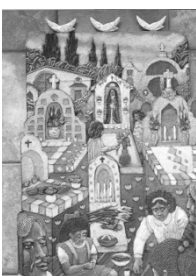
- clarify
- reinforce
- extend knowledge

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Un regalo para Abuelita

En celebración del Día de los Muertos
ISBN 0-87358-688-1




ACTIVE

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A.C.T.I.V.E.

Ask Questions



Who? Where? If....then?	What? Why? Who can?	When? Which would? How did?
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Thick questions vs. thin questions

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A.C.T.I.V.E.

Ask Questions

Abuelita scolded the day she discovered Rosita pulling up plants in the garden.

"I'm weeding!" protested Rosita.

"Those are not weeds!" replied Abuelita. She showed Rosita what to pull and what to save. "These plants are chiles. We will harvest them together. This year you can help me make salsa."

Rosita was pleased. She liked helping her grandmother cook.


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A.C.T.I.V.E.

Connect:

- Text-to-self
- Text-to-text
- Text-to-world



Read aloud a short text and think aloud your comments.

Interesting idea I disagree I remember I wonder	I'm confused Important idea I'm surprised
--	---

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A.C.T.I.V.E

Connect:

- Text-to-self
- Text-to-text
- Text-to-world

Then Abuelita got sick. Soon she was too weak to work in the garden. Rosita sat by her grandmother's bed, braiding and telling her stories. "The chiles are fat now," she told Abuelita. "When you are well, we will pick them together."

But before the chiles could ripen, Abuelita died.


Rosita missed her very much. She missed the soap scent of Abuelita's everyday dress and the pla-pla-pla of her hands shaping dough for tortillas. She missed the strong warmth of her grandmother's arms. She wanted to hear Abuelita's voice whisper "good night."

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A.C.T.I.V.E

Track Down



Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

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A.C.T.I.V.E

Track Down

"We need Abuelita here," Rosita told Abeulo in October. Her grandfather nodded. His brown eyes glistened.

"Yes," he said. "I miss her too. You can show Abuelita how much you miss her, *mija*. Make her a gift for when she visits us on the Day of the Dead."

On the Day of the Dead, families remember the people they love who have died. Each family makes an *ofrenda* at an altar to welcome the dead. Everybody make gifts for the altar.

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A.C.T.I.V.E.

Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.



Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

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A.C.T.I.V.E

Making Inferences

Rosita remembered something she knew how to do. She asked Abuelo for three long strands of yarn. Then she sat near his loom in the courtyard and started to braid.

She braided the following morning as well, when her family went to the market. They sold some flowers and bought candles and incense, apples and bread of the dead.

"What a beautiful braid!" said the woman who sold them the bread.

"Gracias, but it isn't finished yet," said Rosita.

All the way home on the bus, Rosita worked on her braid. The cord reached from the tips of her fingers past her elbows.

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A.C.T.I.V.E

Visualizing

Create visual and other sensory images during and after reading.



Ask students to read, discuss and then draw what they see happening in the text. Drawings can be done on transparencies and shared with the class. Students might also be asked to select a song that relates to the text.

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A.C.T.I.V.E

Visualizing

As twilight deepened, she finished her braid. It was as tall as she was. Rosita sat by her grandmother's grave, stroking the cord with her fingers. In it, she had braided the things she remembered: the scent of her grandmother's dress, the pla-pla-pla of her hands on the tortillas, her songs and her scolding, her tales and the taste of her salsa.

Closing her eyes, Rosita began to feel warm, as if she were safe in her grandmother's arms. Soft wings brushed her face like a kiss. Then in her heart, a husky voice whispered, *Buenas noches, Rosita*.

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A.C.T.I.V.E

Eureka!

Retell or synthesize what has been read.



Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

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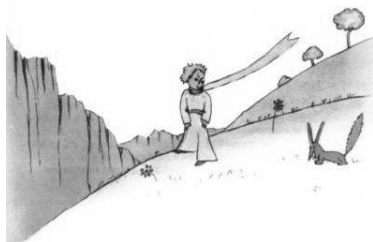
R.A.F.T.

Role	Audience	Format	Topic
Rosita	Abuelo	Letter	Why you miss Abuelita so much
Braid	Rosita	Note	How much love you feel in her fingers and questions about why that is so
Newspaper Reporter	Americans who do not understand Day of the Dead	Newspaper Interview	Questions about the day and the items on the altar
?	?	?	?

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Concrete / Relative / Abstract



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Concrete



Tell me what you see.
What is going on in the
picture? What did the
character do in the story?

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Relative



Relate the picture or
story to a personal
experience..

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Abstract



Compare, contrast or
connect the picture to
an idea, to something
else that is happening.
What is the theme of
the story?

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Grammar in Context

Presentation

A

C

E

Shrum & Glisan

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Déjeuner du matin, Jacques Prévert

Il a mis le café	Sans me parler
Dans la tasse	Sans me regarder
Il a mis le lait	Il s'est levé
Dans la tasse de café	Il a mis
Il a mis le sucre	Son chapeau sur la tête
Dans le café au lait	Il a mis son manteau de pluie
Avec la petite cuiller	Parce qu'il pleuvait
Il a tourné	Et il est parti
Il a bu le café au lait	Sous la pluie
Et il a reposé la tasse	Sans une parole
Sans me parler	Sans me regarder
Il a allumé	Et moi j'ai pris
Une cigarette	Ma tête dans ma main
Il a fait des ronds	Et j'ai pleuré.
Avec la fumée	
Il a mis les cendres	
Dans le cendrier	

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Déjeuner du matin, Jacques Prévert

He put the coffee In the cup	Without speaking to me
He put milk In the coffee cup	Without looking at me
He put sugar In the coffee with milk	He got up
With the small spoon	He put his hat on his head
He stirred	He put on his raincoat
He drank	Because it was raining
the coffee with milk	And he left
And he set the cup down	Under the rain
Without speaking to me	Without a word
He lit a cigarette	Without looking at me
He blew rings	And me I put
With the smoke	My head in my hands
He put the ashes	And I cried.
In the ashtray	

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Grammar in Context

Presentation

Attention

C

E

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Déjeuner du matin, Jacques Prévert

He put the coffee In the cup	Without speaking to me
He put milk In the coffee cup	Without looking at me
He put sugar In the coffee with milk	He got up
With the small spoon	He put his hat on his head
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Without speaking to me	Without a word
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He blew rings	And me I put
With the smoke	My head in my hands
He put the ashes In the ashtray	And I cried.

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Grammar in Context

Presentation

Attention

Co-construct

E

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Passé composé

nager Hier, j' **ai nagé** à la plage.

écouter D'abord, j' _____ de la musique.

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Passé composé

nager Hier, j' **ai nagé** à la plage.

écouter D'abord, j' **ai écouté** de la musique.

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Passé composé

nager Hier, j' **ai nagé** à la plage.
écouter D'abord, j' **ai écouté** de la musique.
jouer Puis, j' _____ au volleyball.

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Passé composé

nager Hier, j' **ai nagé** à la plage.
écouter D'abord, j' **ai écouté** de la musique.
jouer Puis, j' **ai joué** au volleyball.

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Passé composé

nager Hier, j' **ai nagé** à la plage.
écouter D'abord, j' **ai écouté** de la musique.
jouer Puis, j' **ai joué** au volleyball.
gagner J' _____ le match.

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Passé composé

nager Hier, j' **ai nagé** à la plage.
écouter D'abord, j' **ai écouté** de la musique.
jouer Puis, j' **ai joué** au volleyball.
gagner J' **ai gagné** le match.

If you were a textbook author, how would you explain how to speak and write in the past?

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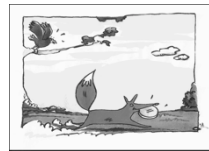
Grammar in Context

Presentation
Attention
Co-construct
Extend

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Predict the story.



crow, fox, cheese, sing

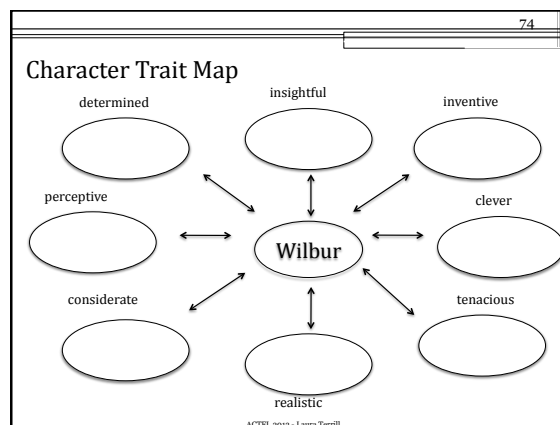


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Predict the story.

spider	little girl	state fair
generous	pig	egg sack
selfish	farmer	geese
rat		

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Barco de refugiados

no es posible hablar

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Barco de refugiados

Lorna Dee Cervantes

Como almidon maiz
me deslizo, pasando por los ojos de mi abuela,
biblia a su lado. Se quita los lentes.
El puden se hace espeso.

Mama me crio sin lenguaje.
Soy huérfano de mi nombre español.
Las palabras son extrañas,
tartamudeando en mi lengua.
mis ojos ven el espejo, mi reflejo:
piel de bronce, cabello negro.

Siento que soy un cautivo
a bordo de un barco de refugiados.
El barco que nunca atraca.
El barco que nunca atraca.

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Teaching Nonfiction Reading

We need to teach students:

- How to use the questions we give them and how to create questions of their own.
- How to use clues an author provides to identify main ideas and supportive details.
- How to successfully summarize and retell the important information both during and after reading.
- How to recognize the most common textual patterns — comparing and contrasting, explaining causes and effects, laying out a sequence of events, describing a process.

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1 Read

2 Cover

3 Remember

4 Retell

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79

Marking Text

Read the first paragraph and make a text-to-self connection. Highlight one idea and explain how it relates to you.

What I'm suggesting is professional development on the cheap. All you need is a magazine, journal, book, or Web site about teaching ESL/EFL. Other topics will do: foreign language instruction, human psychological development, for example. This publication will do excellently. Then, simply find a comfortable chair, sit down, and read. Well, not quite. One of the sad truths I've discovered about my self is that, if I sit in a comfortable chair, I fall asleep. End of professional development. I'm not criticizing my colleagues' writing; it is simply a painful fact that most teachers don't sleep enough. I may sit down with excitement to read an article to improve my teaching and wake up 10 minutes later with no idea of what I've just read.....

excerpted from an article by Sheryl Slocum from the Essential Teacher, TESOL

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80

The Armchair Professional

After I have finished reading the article or book, I must put my copy or carefully labeled notes somewhere accessible. The filing system I developed at first consisted of five folders labeled Reading, Composition, Pronunciation, Grammar, and Listening. Soon, though, more folders squeezed in: Games, Effective Teaching, Language Acquisition, and others. Filing systems are particular to teaching situations and mental categories. The point is not to put the article and notes in a pile to be filed later. That pile is still on my desk. Later when I want to work with a class on, for example, the rhythm of spoken English, I leaf through my Pronunciation file. Usually, such an excursion turns up three to five ideas to try in class.

excerpted from an article by Sheryl Slocum from the Essential Teacher, TESOL

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81

Say Something

Read the text stopping at the end of each paragraph. Alternate who says something first. Make a prediction, ask a question, make a comment or make a connection. Jot down what was said.

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82

Proof for / Proof against

Proof For		Proof Against
	Juan Ponce de Leon was born in Puerto Rico.	
	Puerto Rico was the name of the island when Christopher Columbus arrived.	
	Juan Ponce de Leon was very talented.	

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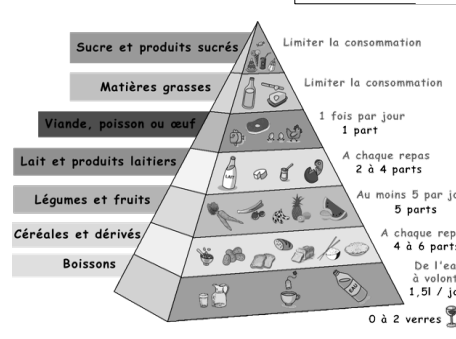
83



Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

ACTFL 2013 - Laura Terrill <http://www.elboricua.com/BoricuaKids.html>

84



Sucre et produits sucrés Limiter la consommation

Matières grasses Limiter la consommation

Viande, poisson ou œuf 1 fois par jour
1 part

Lait et produits laitiers A chaque repas
2 à 4 parts

Légumes et fruits Au moins 5 par jour
5 parts

Céréales et dérivés A chaque repas
4 à 6 parts

Boissons De l'eau à volonté
1,5l / jour
0 à 2 verres

blogetpolitique.typepad.com

ACTFL 2013 - Laura Terrill



86

unissons-nous pour les enfants unicef

Urgence malnutrition

2 millions d'enfants menacés par la crise nutritionnelle dans la Corne de l'Afrique !

Sécheresses, insécurité alimentaire, déplacements de populations. En Somalie, en Éthiopie, au Kenya et à Djibouti, les enfants sont menacés de famine et de mort.

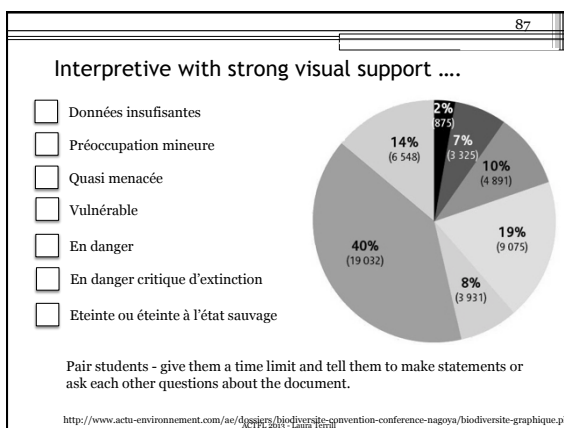
Aidons-les !

Donnez à l'Unicef une : www.unicef.fr Merci d'avance !

ne par téléphone : 01 69 69 69 69

ACTPL 2013 - Laura Terrill

joellegarriaud.com



89

école

À 100, 200 millions d'enfants, c'est tout ça ?

Appréhendez, dans plus de 50 pays, les enjeux de l'éducation, 80% des enfants sont scolarisés dans le primaire.

l'école pour tous

En 2010, 10 millions d'enfants ont été scolarisés.

école primaire

En 2010, 10 millions d'enfants ont été scolarisés.

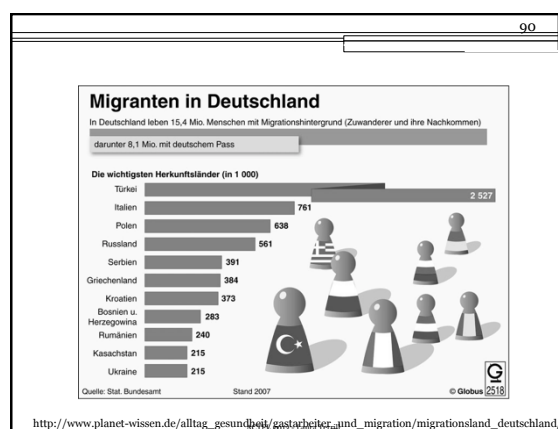
Source : UNICEF

« L'enfant a le droit à l'éducation qui favorise l'épanouissement de sa personnalité et le prépare à sa vie d'adulte. »

L'État doit rendre obligatoire et gratuit l'enseignement primaire, faciliter l'accès à l'enseignement secondaire et supérieur, en fonction des capacités de chacun »

UNISONS-NOUS ! Pour assurer l'éducation primaire pour tous, dans le respect des valeurs de chacun et sur la base de l'égalité des chances et des sexes.

ACTPL 2013 - Laura Terrill



91



image: cgsib.be

Savez-vous vraiment comment sont faits vos souliers de marque Nike?

Des milliers d'enfants travaillent en moyenne 12 heures par jour, jusqu'à sept heures par semaine pour fabriquer les souliers que vous portez. L'entreprise Nike promet que ses produits ne sont plus fabriqués par des enfants. Toutefois, le géant a déjà dû payer 1.5 million \$ pour régler des poursuites pour des publicités mensongères... L'entreprise est critiquée pour les conditions de travail de ses ouvriers dans des usines sous-traitantes d'un peu partout dans le monde, entre autres le Vietnam.....

Mettez-vous à la place de ces enfants : comment vous sentiriez-vous de savoir que tous les efforts que vous faites ne sont pas récompensés? Travailler en moyenne 12 heures par jour, tous les jours de la semaine... Ne pas pouvoir aller à l'école, jouer avec ses amis, se reposer, etc. Mettez-vous à la place de ces enfants qui travaillent sans cesse pour faire ce que vous désirez.

<http://www.info07.com/Opinion-14601>

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92

Literacy Review Activity

Place a "T" next to the terms you know well enough to teach someone else. Place an "H" next to the terms you have heard of. Place a question mark "?" next to the terms that are new to you.

- _____ text-to-self
- _____ ACTIVE
- _____ say something
- _____ logographic clues
- _____ most important word
- _____ RAFT
- _____ modes of communication
- _____ choice boards
- _____ tear sheet vocabulary
- _____ PACE

When a signal is given to move from your seat, find someone you don't know in the room who can tell you what a term you are uncertain of means. Write the explanation down.

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93

Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

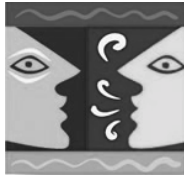
Meaning arrives because we are purposefully engaged in thinking while we read.

- Tovani

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94

Interpersonal



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95

ACTFL Proficiency Guidelines 2012 - Speaking	
Novice	<ul style="list-style-type: none"> communicate short messages on highly predictable, everyday topics that affect them directly. use isolated words and phrases that have been encountered, memorized, and recalled. may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.
Intermediate	<ul style="list-style-type: none"> create with the language when talking about familiar topics related to their daily life. recombine learned material in order to express personal meaning. ask simple questions. can handle a straightforward survival situation. produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. understood by interlocutors who are accustomed to dealing with non-native learners of the language.
Advanced	<ul style="list-style-type: none"> engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. narrate and describe in the major times frames of past, present, and future. can deal with a social situation with an unexpected complication. speak in paragraphs; the language is abundant. sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

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96

head
foot
hand
stomach
eyes
nose
ears
mouth
knee
hair

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97

Proficiency?

List 10 parts of the body.

What's wrong? Do you have a headache?

Conjugate the verb "to be".

You have a new dog! What's he like?

Use the future tense to say what you are going to do.

What will you do next weekend?

Replace the object with a direct object pronoun.

When did you have time to read that book?

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98

Communicatively Purposeful?

Typical Classroom Activity	Communicatively Purposeful....
Find out which classes you have in common	Find out who has the busiest day this week
Describe your ... to your partner	Find out how compatible you and your partner are in the area of ...
Provide a summary of a story or article	Work with your partner to retell story or summarize an article
Present a work of art to the class	Go on a gallery walk (art on classroom walls) with a partner to decide on a work of art for your city's museum to purchase
Give five reasons for taking a trip to ...	Identify ways that you and your partner could provide service on a trip to address a global issue

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99

Communication


What does it mean to be proficient in a language?

OR

How will my students use what I am teaching in a real-life context?

OR

Will they really say it on the streets of (Paris)?




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100

Strategies for Cooperative Work

Think – Write - Pair - Share




The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.

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101

Do you want to?

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



explore a cave zipline play in the waterfall

swim at the beach snorkel Hike in the rainforest

ACTFL 2013 - Laura Terrill

102

Do you want to?

Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.




swim at the beach snorkel Hike in the rainforest

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103


Yes, I want to explore the cave.
No, It's too hot. I want to go to the beach.



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104


Discuss your plans for vacation with your partner.



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105

? Do you want to.....? I want/don't want...



- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

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106

Do you like

Yes, I like mofongo because I love garlic.
No, I don't like mofongo because I don't like plantains.



- plantains
- garlic
- vegetable oil
- ham/bacon
- shrimp
- olives

Mofongo relleno de camarones

<http://www.elboricua.com/recipes.html>

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107

Yes, I like mofongo because I love garlic.
No, I don't like mofongo because I don't like plantains.



- plantains
- garlic
- vegetable oil
- ham/bacon
- shrimp
- olives

<http://www.elboricua.com/recipes.html>

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108

Yes, I like mofongo because I love garlic.
No, I don't like mofongo because I don't like plantains.



<http://www.elboricua.com/recipes.html>

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109



<http://www.elboricua.com/recipes.html>

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110

Do you like?

Yes, I like arroz con pollo because I love garlic.
No, I don't like arroz con pollo because I don't like plantains.



- rice
- chicken
- olives
- tomato sauce
- sofrito

Arroz con pollo

<http://www.elboricua.com/recipes.html>

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111

What do you prefer? Why?



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112

Tu aimes la ratatouille?

La ratatouille est un plat typiquement du Sud, composé de légumes, mijoté, et qui sent bon le soleil. Accompagné de viande ou de céréales comme le riz, le quinoa, le blé, la ratatouille est un plat plein de vitamines. Simple à préparer et économique, la ratatouille chatouille les papilles grâce au mélange subtil des parfums.



Pour 4 personnes:

- 3 courgettes
- 1 petite aubergine
- 1 petit poivron vert
- 1 petit poivron rouge
- 1 petit poivron jaune
- 4 tomates bien mûres
- 2 oignons
- 2 gousses d'ail
- Sel, poivre
- Huile d'olive
- Bouquet garni

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113

Tu aimes la ratatouille?



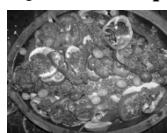
un repas français

- l'aubergine
- la courgette
- le poivron rouge, vert, jaune
- la tomate
- l'oignon
- l'ail

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114

Qu'est-ce que tu préfères? Pourquoi?



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115

Develop the Role Play



You are being interviewed for a position as a camp counselor in Puerto Rico.

Have a conversation in which you ask and answer questions to:

- find out what you would do each day especially in bad weather
- explain what you really like to do
- justify why you don't like to do something

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116

Structured Debate

What should be done to protect the environment?

In your group discuss the following ideas. Add one or two additional ideas to the list. Select your top 2 ideas. Be certain that everyone in your group can defend the choices you made.

- Increase the cost of gasoline by 50% to decrease consumption and to promote public transportation.
- Limit all households to 2 cars.
- Require all schools to reduce energy consumption by 10%.
- Charge more for foods that must be flown in from other region/countries.
- Require that all homes have solar panels.
- Restrict the development of yards that must be watered and fertilized.
- ?????

117

Structured Debate

<http://journalactu.com/debat/>

Should begging be banned from downtown areas?



Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

118

Summative Interpersonal Assessment

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



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119

thematic
interpretive
comprehensible



grading
connections
interpersonal

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120

Presentational



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121

Everyone has the capacity
to write,
writing can be taught,
and teachers can help students
become better writers.


People learn to write
by writing.

*- NCTE Beliefs about the teaching of writing
November, 2004*

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122

Writing is Thinking



Writing Makes Thinking Concrete

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123

Writing 2011 National Assessment of Educational Progress (NAEP)


	Below Basic	Basic	Proficient	Advanced
8th	20	54	24	3
12th	21	52	24	3

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124

Writing 2011 Target Percentage Distribution of NAEP writing tasks

Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20



COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

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125

Why do we write?

We write to:

- express and reflect
- inquire and explore
- analyze and interpret
- take a stand
- evaluate and judge
- propose a solution
- seek common ground
- inform or explain
- report – research-based writing
- take tests

Reading Rhetorically: A Reader for Writers
Bean, Chappell, and Gillam

ACTFL 2013 - Laura Terrill

126

ACTFL Proficiency Guidelines 2012 - Writing

Novice	<ul style="list-style-type: none"> • produce lists and notes, primarily by writing words and phrases. • provide limited formulaic information on simple forms and documents. • reproduce practiced material to convey the most simple messages.
Intermediate	<ul style="list-style-type: none"> • meet practical writing needs, such as simple messages and letters, requests for information, and notes. • ask and respond to simple questions in writing. • create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. • write primarily in present time. • use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.
Advanced	<ul style="list-style-type: none"> • write routine informal and some formal correspondence, as well as narratives, descriptions, and summaries of a factual nature. • narrate and describe in the major time frames of past, present, and future, using paraphrasing and elaboration to provide clarity. • produce connected discourse of paragraph length and structure. • show good control of the most frequently used structures and generic vocabulary, allowing them to be understood by those unaccustomed to the writing of non-natives.

ACTFL 2012 - Laura Terrill

127

Writers consume more than they produce.



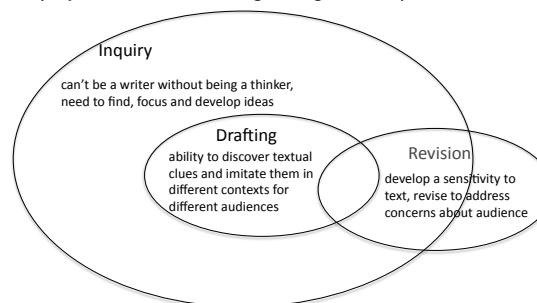
- Read like a writer.
- “Steal” characteristics of good text.
- Imitate familiar genres.

Keep a writing log. Write about the writing itself. Copy interesting sentences and comment on what makes them effective. Consider how the author gets the reader’s attention. Think about how you might use a certain technique.

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128

Inquiry should inform writing throughout the process

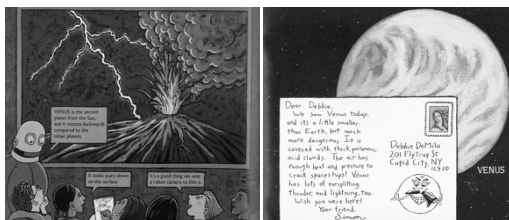


Strategic Writing
Deborah Dean

ACTFL 2013 - Laura Terrill

129

Blend of fiction/non-fiction in different genres on a topic

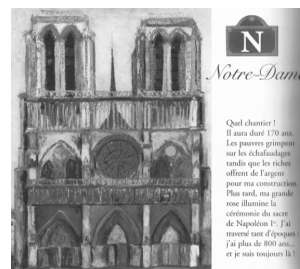


Postcards from Pluto: A Tour of the Solar System
Loreen Leedy

ACTFL 2013 - Laura Terrill

130

ABC Book - Each letter has been expanded



ABC de Paris
Raphaëlle Aubert

ACTFL 2013 - Laura Terrill

131

6 + 1 Traits of Writing

Ruth Culham



- Ideas
- Sentence Fluency
- Organization
- Word Choice
- Voice
- Conventions
- + Presentation

ACTFL 2013 - Laura Terrill

132




Ideas

Ideas make up the content of the piece. Writers move from the general to the specific. *“They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!”*

Ruth Culham

ACTFL 2013 - Laura Terrill

133



Use Inquiry


Inquiry is essential to good writing.

- images, art
- talking
- reading
- viewing

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134

Ask the Questions Write the Story



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135

Ask the Questions — Write the Story



<http://tjournalactu.com/monde/lecture-d-image-enfants-bonheur-mali>

ACTFL 2013 - Laura Terrill

136

Une carte postale arrive 72 ans plus tard


Mardi 1 septembre, 06h16

Cette carte postale est arrivée à la poste de Monaco la semaine dernière, en provenance du centre de tri de Nice.

Arrivée le 25 août 2009, la carte avait été postée le... 11 août 1937!

Postée à Saint-Etienne-de-Tinée, dans les Alpes-Maritimes, par M. Achierdi, cette carte postale était destinée à Fernande, sa fiancée.

Une fiancée décédée en 1969.....



ACTFL 2013 - Laura Terrill

137

Picture This

- Use an image, show for 1 minute, cover, each student writes words, phrases and sentences to describe.
- Segment image into 6 quadrants, show each quadrant for 1 minute, allow students to write out of context description
- Finally show entire image again for one minute.

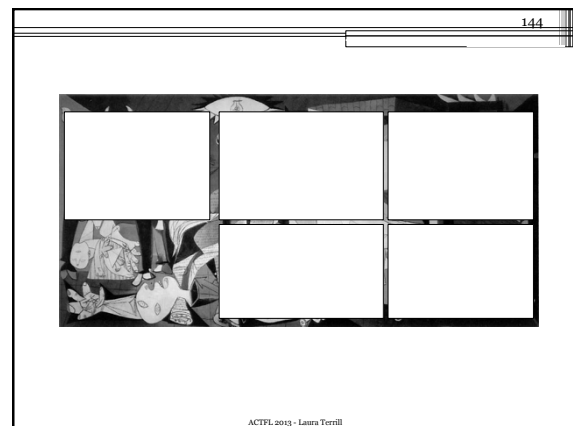
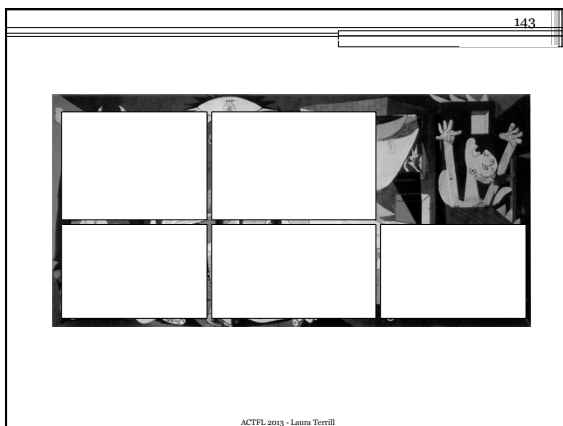
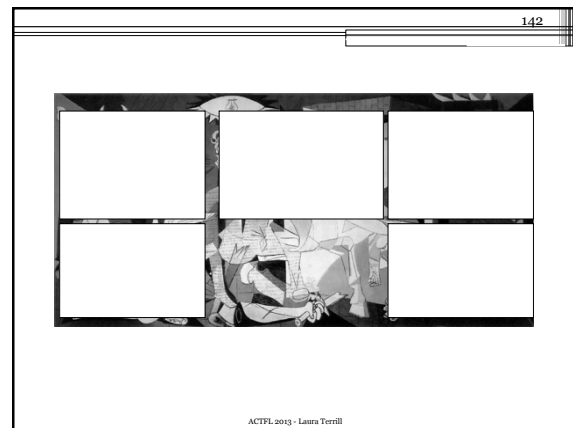
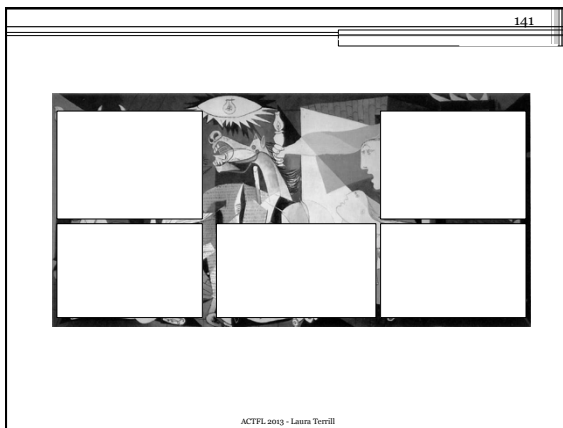
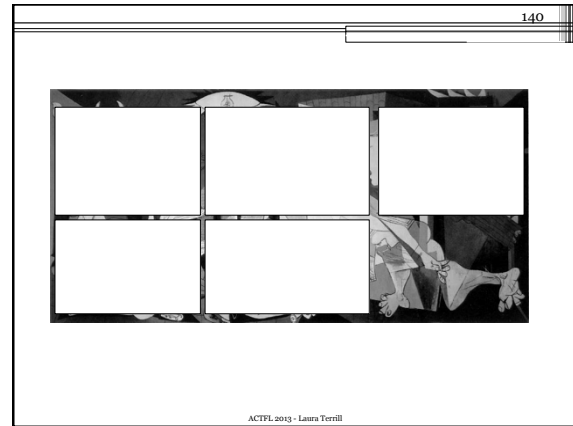
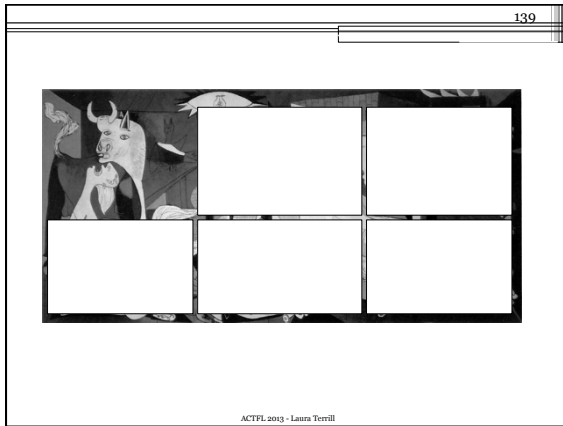
6 + 1 Traits of Writing - Ruth Culham

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146

R.A.F.T.S.

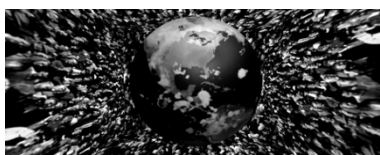
Role	Audience	Format	Topic
German government	citizens of Guernica	letter	apology for what was done
Franco	people of Spain	speech	protestation of innocence
Museum curator	Picasso	newspaper interview	questions about the painting and likely answers
Soldier	Commander	telegram	reasons for defeat
Mother	Diary	journal entry	what happened and personal thoughts about war
?	?	?	?

persuade, analyze, create, predict, compare, defend, evaluate

ACTFL 2013 - Laura Terrill

147

Teammates Consult



What are the implications of reaching 7 billion for the Earth's population?

Discuss with your group. Then, pick up a pen and write an answer in your own words.

ACTFL 2013 - Laura Terrill

148



Sentence Fluency

"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."

Ruth Culham

ACTFL 2013 - Laura Terrill

149

Write 5 sentences about summer.....

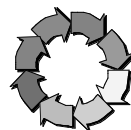


It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

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150

Teach transitions



but	also
and then	still, always
at first	as, like
however	for example
often	in this way
later	suddenly
perhaps	because
by the way	especially
on the contrary	in any case
and	finally
briefly	now

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"Herding cats.....The art of getting those ideas together, heading them out on the trail with a great sendoff; creating sequence, transitions, and a fine sense of pacing along the way; and, at the end of the drive, rounding them up....."

Ruth Culham



Write a topic sentence with at least (10) words.

Sentence 2

Sentence 3

Sentence 4

Write a closing sentence with at least (10) words.



“Word choice is about the use of rich, colorful, precise language that communicates.. in good descriptive writing, strong word choice clarifies and expands ideas. In persuasive writing, it moves you to a new vision of things. In narrative writing, it creates images in your mind that are so real, you feel like you are part of the story itself.”

Ruth Culham

Ruth Culham

Paris, a dynamic city with
Artistic museums and monuments,
Rich in history
Invites connoisseurs of life to
Sites of great appeal.

<http://www.shadowpoetry.com/resources/wip/types.html>

Subject
noun, noun
adjective, adjective, adjective
short sentence or phrase about the subject
restate the subject

Paris

museums, monuments
dynamic, exciting, alive
a cultural tapestry this
City of Lights.

157

Brevette Poetry

subject (noun)
verb (ongoing action, stretched out when typed)
object (noun)

<i>students</i>	<i>teachers</i>	<i>summers</i>
<i>t a k e</i>	<i>g r a d e</i>	<i>g i v e</i>
<i>tests</i>	<i>p a p e r s</i>	<i>r e l i e f</i>

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Loop Poetry

In Loop Poetry there are no restrictions on the number of stanzas nor on the syllable count for each line. In each stanza, the last word of the first line becomes the first word of line two, last word of line 2 becomes the first word of line 3, last word of line 3 becomes the first word of line 4. This is followed for each stanza.

What a joy to travel
Travel to see places
Places that are different
Different people to meet.

Who am I now?
Now I have changed
Changed by experiences
Experiences that are memories.

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Expand a Headline

Cómo orientar a los niños ante
el paso de un huracán



<http://www.elnuevodia.com/comoorientaralosninosanteelpasodeunhuracan-1288920.html>

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Voice

"Voice.....the sense that a real person is speaking to you and cares about the message. It is the heart and soul of the writing the magic, the wit, the feeling....."

Ruth Culham

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What Peace Means to Me

Said Mohamed, 4th grade

I came from Somalia. There was a war there. People were getting hurt. Bombs were dropping. I could hear guns. At night they woke me up. Two of my brothers were fighting in the war. One brother was nineteen and one brother was twenty-six. They both got killed.

One night the bad guys came into our house. We ran out the back. They stole my mom's jewelry. My uncle wanted to stay and fight, but my dad told him, "No!"

We went to Ethiopia to get away. Sometimes we rode in a truck, or on camels or we walked. I closed my eyes so I wouldn't see bad things. We never went back to our house in Somalia.

After one year we came to America. I hope they never have a war in America. People need to show love. That is PEACE!

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Dialogue Journal Prompts

Lead ins....

- It's awful when I can't...
- When I'm bored...
- What I like most about myself...
- Something strange I saw....
- I couldn't sleep...
- What does it mean to be (lazy)?
- I went to the end of the rainbow and found...
- I have a dream...
- When I see (red), I think...
- I am happy when...
- Next year I want to...

Topic words.....

- Homework
- A fast food restaurant
- Snow
- Hero
- Zoo
- Money
- Vacation
- Car
- Friend
- Animal
- Jewelry

<http://www.cil.org/resources/Digest/peytono1.html>

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Daily Writing Prompts

- **March 30**
On this day in 1858, the patent for a pencil with an attached eraser was issued. Taking your pencil's point of view, what do you think a typical day in your classroom would be like?
- **March 21**
Today is "Children's Poetry Day." Using your favorite form of poetry, write a poem about what it means to be a kid. Think about the advantages and disadvantages.
- **March 16**
On this day in 1751, our 4th President, James Madison was born. Madison was the oldest of twelve (12) children. What do you think would be the advantages and/or disadvantages of having eleven (11) siblings? Would you like to have eleven younger brothers and sisters?
- **March 8**
March 8th is "Working Women's Day." Many people feel that being a stay-at-home-mom is full-time job. Do you agree or disagree and why?
- **March 6**
On this day in 1912, Oreo Cookies were sold for the first time. Describe to someone how you like to eat your Oreo.

<http://www.theteacherscorner.net/daily-writing-prompts/index.htm>
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Two Voice Poems


An example poem for two voices
written by NNWP consultant Campbell Pontius

<p><u>Voice #1:</u></p> <p>I am a polar bear I eat fish I must swim for my food But I can't swim forever When I get tired I depend upon Ice caps.</p>	<p><u>Voice #2:</u></p> <p>I am an SUV I guzzle petroleum People pump mine I burn gas pretty fast When I pollute I begin to destroy</p>
--	--

Ice caps.

http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf
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Conventions

"Students in classes where conventions are valued over everything else get a distorted view of writing...Effective writing classrooms are places where there is a balance between creating interesting, informative, imaginative texts, and editing those texts for conventions."

Ruth Culham

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Dear neighbors,

We are your new neighbors. Me, Haibo and my wife Donghua. We are from China, and have been in America for 2 years but in St. Louis, just 2 months. Before moved to St. Louis, we lived on University of Missouri – Columbia campus. My wife graduated and found a job here, so we moved here at the end of last year. As Chinese, we like Chinese food very much, but not America football and we do not have kids, so we should be quite. Because of the methods of Chinese cooking, there may be some smoke and smell in and around our apartment, if you feel uncomfortable, just let us know, we will maintain it as little as we can.

Let me tell you about moving. When we prepared the luggage to America we found that it is very hard to put everything we need into two 32 lb boxes which are maximum luggage each passenger can carry. But at the time to move to St. Louis we are surprised how we could get so many things in two years. Fortunately, my wife got more benefit from the new job, so we hired a moving company to help us, which made work easier.

In the future years, my wife hopes she can get good performance in her job, and can attain her PhD. Degree. I will be a graduate student in UMSL, and we hope we can have a baby next year.

Best regards,

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Great Art of France: Virtual Visits




Elle s'appelle Mona Lisa. Elle a 32 ans. Elle n'est pas jolie, mais elle n'est pas laide, non plus. Elle a les cheveux longs, pas noirs, pas blonds.....

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Yesterday - Today - Tomorrow

What did you do?



What are you doing?

What are you going to do?

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Structured Writings *Consider the difference.....*


Comment on a current event:

Include:	Include:
<ul style="list-style-type: none"> a verb that uses "avoir" a verb that uses "être" a reflexive verb two adjectives two connectors 	<ul style="list-style-type: none"> explain what has happened comment on what is happening predict what will happen under different circumstances end by giving your thoughts on what should happen

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Presentation



"It takes a great deal of effort to overlook a piece's visual problems and respond to its ideas, organization, voice, word choice, sentence fluency, and conventions. How the paper looks influences our reaction to it, no matter how hard we try to keep it from creeping into our overall assessment."

Ruth Culham

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<http://novastartalk.nvcc.edu/>

Home

Unit 1: Presentation Tools

When we think of presentation tools, digital slides with text and graphics immediately come to mind. These ubiquitous presentation tools in the list and have their role in this unit, but we also want to include free and easy to use applications that allow users to combine audio and video, text and graphics in new and exciting ways. Most of all, we want to put these tools into the hands of the students. We want them to use the presentation tools as support while telling stories in the target language, to build tests and systems for completion in the classroom and online and to make original "movies" with a distinct feel for the target culture.

Using Voices to Create Custom Audio Tours

Voices is a free program that allows you to combine photographs, custom maps and voice recordings to create beautiful, interactive virtual tours.

Skill Level: Beginner, Intermediate
Standards: Communication, Culture

Using Windows Movie Maker to Share and Showcase Videos in the World Language Classroom

Windows Movie Maker comes with Microsoft Windows and is software to edit video files. It features transitions, title and credit animations, which helps movies to look professionally done.

Skill Level: Beginner, Intermediate, Advanced
Standards: Communication, Connections, Communities

Prezi: Using Presentation Tools in the World Language Classroom

Prezi is an online presentation builder which can be used to introduce classroom concepts in a much more creative and dynamic way than PowerPoint slides.

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piclits.com

El rayo es fuerte
Rayo de luz hace mucho ruido
El ruido que hace el rayo es buen fuerte
El rayo es un increíble imagen de luz
El rayo me enseña la belleza de el mundo
Anthony Reinos



solo sin casa
perdido en la calle
nadien para dar me la mano
triste y frio
imajenando los momentos maravosos
ahora perdido y confundido
Cristina Bueno

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glogster.com

El Yunque



El Yunque
Puerto Rico

La gente Taino habran hecho muchas caminatas espiritual, a la parte superior de Yuquiy. Todavia se siente muy especial en El Yunque, La Roca, Mt. Britton y Los Picachos picos y un aura de misterio que rodea al bosque enano!

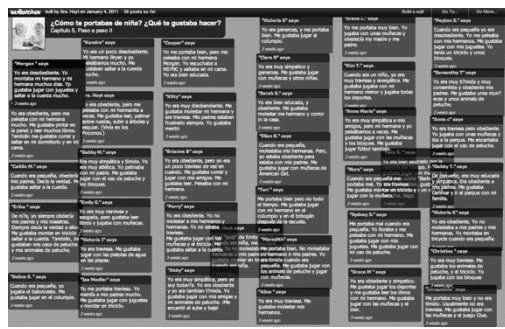
<http://www.glogster.com/terillindy/el-yunque/g-6lejmt2gvpsr5pfnabbvao>

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padlet.com

example provided by Julie Hoyt



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Summarize

Four	Two	One
<input type="text"/>		
<input type="text"/>	<input type="text"/>	
<input type="text"/>		<input type="text"/>
<input type="text"/>	<input type="text"/>	

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“If you want to feel secure,
do what you already know how to do.

If you want to be a true professional and continue to grow...
go to the cutting edge of your competence,
which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!”

Madeline Hunter 1987

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